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SUPERINTENDENT'S COMPENSATORY EDUCATION PROGRAM--ELEMENTARY DIVISION.

SAN FRANCISCO UNIFIED SCHOOL DIST., CALIF.

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A COMPENSATORY EDUCATION PROGRAM TO IMPROVE COMMUNICATION SKILLS WAS INITIATED IN 27 ELEMENTARY SCHOOLS. DAILY SESSIONS OF 45 TO 50 MINUTES WERE SCHEDULED FOR 60 PUPILS IN GROUPS OF 12. DURING THE 1964-65 SCHOOL YEAR PRIORITY WAS GIVEN TO THE NEEDS OF THIRD-GRADE STUDENTS. BEFORE ASSIGNMENT TO THE COMPENSATORY CLASSES, EACH CHILD WAS TESTED TO DETERMINE HIS READING LEVEL AND POSTTESTS WERE GIVEN AT THE END OF THE SCHOOL YEAR. A "MULTIPLE MEDIA" APPROACH WAS USED TO DEVELOP LANGUAGE AND READING SKILLS AND TO STIMULATE READING INTEREST. LISTENING SKILLS, WRITING, DRILL AND PRACTICE, AND INDEPENDENT WORK HABITS WERE ALSO STRESSED. TEACHERS WERE GIVEN INSERVICE TRAINING AND AID FROM A RESOURCE TEACHER. EFFORTS WERE MADE TO INVOLVE THE REGULAR STAFF, PARENTS, AND THE COMMUNITY IN THE PROGRAM. TEACHERS, PARENTS, AND STUDENTS RESPONDED ENTHUSIASTICALLY TO THE PROGRAM. HOWEVER, ALTHOUGH "PUPILS RECEIVING COMPENSATORY HELP ARE MAKING SEMESTER FOR SEMESTER GAINS," TESTS RESULTS MAY BE UNREALISTIC BECAUSE THEY ARE BASED ON TEACHER JUDGMENTS. THE RESOURCE TEACHER'S OBSERVATIONS ABOUT THE PROGRAM ARE APPENDED. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent's Compensatory Education Program

June 1965

UD005 143

Elementary Division

HAROLD SPEARS
Superintendent of Schools

THE COMPENSATORY PROGRAM IN THE ELEMENTARY SCHOOLS

Background Information

In September, 1962, the Superintendent's Compensatory Program was initiated in thirteen elementary schools. The Elementary Division was allotted eleven teaching positions. However, two of the assigned compensatory teachers served two schools each in their scheduled program. (Hunters Point I, Hunters Point II, Jean Parker, Washington Irving)

During the 1964-65 school year 25 compensatory teachers were assigned to serve in 27 schools. Again, it was necessary for 2 teachers to serve in more than one school. (Hunters Point I, Hunters Point II, Jean Parker, Washington Irving) Approximately 2,000 pupils were enrolled in the program.

The elementary schools included in the Superintendent's Compensatory Program were all located in low socio-economic or culturally disadvantaged areas of the city. Classes were maintained in the following schools:

Bayview
B. Carmichael
Bret Harte
Burnett
Com. Stockton
Dudley Stone
Emerson
Golden Gate
Hawthorne
Hunters Point I
Hunters Point II
Jean Parker
Jedediah Smith
John McLaren
John Muir
John Swett
Marshall Annex
McKinley
Ortega
Paul Revere
Raphael Weill
Sanchez
Sheridan
Sir Francis Drake
Spring Valley
Starr King
Washington Irving

Objectives of Program

The primary objective of the Superintendent's Compensatory Program is the improvement of the pupil's communication skills -- listening, speaking, reading, and writing. Improvement in these skills enables the pupils to perform more effectively in the other academic areas.

It is also recognized that as a result of the special help and attention provided compensatory pupils, positive changes in attitudes and work and study habits will be observed.

Personnel

The teachers selected to serve in the Compensatory Program were staff members of their respective schools. They are capable, experienced, and respected by their co-workers for their teaching ability, their fine rapport with pupils and parents, and their keen understanding of individual learning needs.

Aware of the need to set limits which would help to insure a reasonable work load for each teacher, it was agreed at the outset that each teacher would work with approximately 60 pupils. This would allow for 5 groups of approximately 12 pupils each, scheduled to meet daily with the compensatory teacher for periods of 45 to 50 minutes.

A resource teacher was assigned to the program at the beginning of the 1964-65 school year. Her responsibilities included visiting each compensatory teacher, serving as a source of information, helping to arrange field trips, acquiring materials and equipment, contacting resource persons, maintaining liaison with central office personnel, and arranging for inter-school visits and demonstration lessons.

Pupil Selection

A procedure for the selection of children for the program was established the first year, and has been continued with modifications suggested by the participating teachers. Within each school, cumulative record cards and test records were studied. Teachers were consulted about classroom achievement and performance. Enrollment was recommended for pupils with an IQ of 80 or better who were one or more years retarded in reading or in the related language skills, as well as for pupils who had learning problems due to foreign language background.

Initially, concern was felt for those intermediate grade pupils who experienced language and reading disabilities. Plans were made to select pupils from the 4th, 5th, and 6th grades, with the understanding that, numbers permitting, 3rd graders would also be included.

During the past year priority was given to third grade pupils in order to provide for earlier help and where needed, for a longer period of assistance. The length of assignment to the program is to be determined by the progress made. As pupils improve and achieve their potential in reading and the related language skills, they remain all day in their regular classrooms. As these vacancies occur, new pupils are assigned to the compensatory class.

Method of Attack

Diagnosis of Individual Needs

A simple reading test was devised to help compensatory teachers determine the approximate reader level of each pupil in the program. This is an oral reading test keyed to certain pages in the Ginn developmental reading series, one of the current basic state texts.

In addition to determining reader level, this test enables the teacher to observe and record certain reading disabilities, such as faulty word recognition, and omission of words.

The test is administered at the beginning of a pupil's assignment to this program and at the end of the school year. Teachers may exercise the option of giving it mid-year, or more frequently, especially if they know in advance that certain pupils will be transferring from the school.

Instructional Program

From the very beginning it was understood that it would be necessary to develop an instructional program that would depart from the traditional. "More of the same," no matter how skillfully taught, would not meet the

requirements of the compensatory program. New approaches, a change in emphases, and a willingness to experiment with new materials and equipment were recognized as priority considerations. The need to develop pupil motivation and to improve pupil self-image was of paramount importance.

Multiple Media Approach

The compensatory program has capitalized upon the multiple media approach in developing language and reading skills and in motivating reading interests. Teachers have used newspapers, trade books, magazines, research materials, and fugitive materials. They have used films, filmstrips, radio and television programs, resource speakers, records and tape recordings. Field trips have played an important role in enriching the program. New materials, new methods, and new equipment have been introduced. Teachers have successfully capitalized upon pupil's current interests such as sports, recreation, and space exploration, to provide motivation for discussion, for reading and for writing. Content of this type seemed to lead to a natural program of home study that utilizes radio and television.

Listening Skills

The compensatory teachers have concentrated on the development of listening skills, and in so doing, they have provided extended experiences in oral language, emphasizing the discussion and reporting skills.

Increased opportunities for a verbal exchange of ideas and for oral questions and answers have enlarged vocabularies, clarified concepts, stimulated critical thinking, and developed interests in the study of words and their multiple meanings.

New Reading Content

The oral language activities which follow a learning experience have led directly to the teacher's recording of pupil verbalizations. These records or summaries have served as excellent reading content. Although they reflect in subject matter, in vocabulary, and in sentence structure the more mature interests of the pupils, even the slowest readers seem to read this content with comparative ease. This is understandable when we recognize the fact that many of these pupils have reading problems because the usual reading material has no relation to their speech patterns, and the ideas contained therein are extraneous to the reader's experiences.

Written Expression

Group activities have served to motivate independent written expression. This is usually an extension of the group experience, which gives the writer something to write about. The oral language activities serve to reinforce ideas, to clarify vocabulary and to

give pupils a feeling of security in expressing ideas in written form. The more reluctant writer is given additional motivation and greater security because he has an opportunity to observe the teacher as a model when she records the pupil's dictated expressions. First-hand observation has seemed to provide excellent readiness for writing.

Drill and Practice

The compensatory teachers have provided very effectively for drill and practice periods in the development of the language and reading skills. Such work has, however, been tied directly to a learning experience so that, in each lesson, the learner understands and appreciates the need for such drill and the satisfaction that comes from putting a newly acquired skill to work in a functional situation.

One example to be noted is the improvement which pupils have shown in the various reference and study skills. Dictionaries, encyclopedias, maps and globes are very much in evidence in these classrooms. They are constantly being consulted as questions arise in the daily lessons, particularly in the group discussions.

Independence in Study Skills

The compensatory teachers have placed much emphasis upon helping these pupils acquire independence in their daily work and study habits. A high interest in the skills of proofreading has been motivated by encouraging pupils to correct their own work, using a blue or red pencil and referring, when necessary, to self-checking guides. There is satisfaction, indeed, for the pupil as he recognizes that he can acquire some of the know-how necessary to correct his own work and to help to correct another pupil's work. The special emphasis upon developing the listening skills has improved auditory discrimination. This, in turn, has strengthened the phonetic analysis abilities.

Variety of Materials

The use of many different materials in this program has served to overcome the problem of a negative attitude toward a reading textbook per se. There was some evidence that the pupils seemed to associate feelings of defeat with a reader, usually a basic text. To counteract this attitude, the compensatory reading program makes use of library books, reference books, magazines, newspapers, and an unlimited number of audio-visual materials.

Coming to grips with the reading problem through the use of multiple media and an unlimited number of language experiences served to good advantage in catching pupil interest.

In-Service Training of Teachers

With the inception of the program, the elementary staff began an in-service training program for the compensatory teachers. A series of monthly meetings was arranged in order to develop a close working relationship and to provide opportunities to share experiences, display materials, discuss activities, and demonstrate techniques.

The assignment of a resource teacher in September, 1964, made it possible for the compensatory teachers to get additional immediate help. Her services are invaluable in the follow-up of the monthly meetings.

Methods Used to Share Information and Involve Other Teachers

An important part of the program is making certain that the entire faculty is involved and knowledgeable about the compensatory class, the successful techniques and materials used, etc. Teachers in the program have found many ways in which to make such communication possible. This list gives some of the many ways employed.

- Demonstration lessons.
- Invitation for classroom teacher to visit compensatory classroom during a class period and work with the children. (Also entire class invited to observe.)
- Pupils in compensatory education classes share their work in the regular class.
- Joint field trip - compensatory education teacher plus classroom teacher and children.
- Conferences or discussions (formal and informal) with regular classroom teachers about pupils, materials, equipment, techniques, etc.
- Seeking of professional advice from the classroom teacher.
- Asking teachers for evaluation of or comments on pupils in the program.
- Visiting regular classroom to teach a lesson.
- Explanation of program, techniques, etc. at scheduled faculty meeting or as part of several meetings.
- Lending materials to teachers.
- Serving as a team-teacher.
- Including classroom teachers in parent conferences or reporting to them about the meeting.
- Inviting teachers to share their special talents.

- Individual and group reports to each class.
- Serving as resource person for several teachers.
- Exchanging and sharing information and materials.
- Presenting auditorium program for teachers and pupils.
- Preparation of "school newspaper" for total school distribution.
- Sharing of slides, pictures, and tapes.
- Visits from student-teachers assigned to observe compensatory classes.
- Maintaining a hall bulletin board.
- Teachers preparing tapes and sharing them with compensatory classes.

Methods Used to Involve Parents

It was recognized that in addition to providing help for the pupils it was necessary to work with the parents also. Teachers were encouraged to write letters or notes, telephone, visit, or invite parents to come to school. The contact was intended to be a positive one, where both the teacher and the parent could profit.

Letters were sent to parents as pupils were enrolled, describing the program, encouraging their visit, and soliciting parent help for field trips.

Approximately 1350 contacts were made by the teachers with parents of children in their classes. More than 500 of these were face to face meetings either in the home or at school.

Teachers reported using the following methods to involve parents.

- Contacted parents by letter or phone at beginning and end of semester. Also during term to keep parents informed of program.
- Invited parents to demonstration lesson in classroom, assembly program, PTA meeting, or open house.
- Invited parents to go along on field trips.
- Attended church services with parents.
- Attended PTA meetings and spoke with parents.
- Attended District Council meetings.
- Participated in community study center program.
- Held a tea for parents of compensatory education children.

- Invited parents to share materials from home such as Ebony Magazine, photographs, and art objects from many countries. Many contributed items after having visited the classes.

- Involved parents in preparing assembly programs.

- Loaned books to parents to be read to their children (or books were borrowed by children to take home and share with their parents).

- Invited reactions, comments, and visits based on a "compensatory report card" which was sent home.

- Invited parents to Pot Luck Dinner and theater party.

- Visited home.

- Used parents as resource speakers.

Contact with Community Personnel

Compensatory classes have been of interest to people in the community. Many people have indicated that they would like to know how the classes function and also how they as individuals may be of help. Compensatory teachers capitalized on this interest and shared their classroom, both as a laboratory for enlightening the community and enriching the program for pupils.

Compensatory teachers attended District Council meetings, community Study Centers, colleges in the immediate area, branch libraries, and community recreation centers. They explained their program and participated in planning out-of-school compensatory programs to be carried on by public and private agencies.

Community resources were tapped as people were invited into the classroom or groups were invited behind the scene to learn more about special or selected areas of interest. Field trips were considered a vital part of compensatory classes. Pre- and post-planning activities were carefully developed as well as the taking of the actual trip. The chance to learn first hand by visiting the many places of interest provided purposeful discussion, writing, and reading. The learnings which resulted are as diverse as the places visited.

Evaluation

Teacher Observations

Teacher judgment and observations have been carefully recorded and checked in order to help determine the effectiveness of the existing program. According to the reports the teachers have submitted, and based upon actual classroom visitation by other staff members, there is evidence that the pupils enrolled in compensatory classes are profiting from their experiences.

It has been indicated that many pupils are reluctant to leave the program even after they have improved and are ready to return to the regular reading program. These pupils have become contributing members of the regular classroom.

Comments sent in by teachers included these:

Most of the children are very enthusiastic about our classes. When I asked the other day if any children preferred not to come to compensatory class next year, three out of sixty said yes. Other children in the school are constantly asking if they can be in my class next year.

* * * * *

The children are the most enthusiastic supporters of the reading program. This year I have had to exclude only one child for disciplinary reasons. The delight and pride they have evidenced when they realized they were able to read materials which they had thought "too hard," has been a source of satisfaction to me.

The willingness they exhibit to attack any new reading project, the desire to improve their performance, the reluctance to miss any of the sessions of the class -- these are common reactions.

* * * * *

It should be well established in the minds of all, by now, that the children like to come to special classes -- speech, music, or compensatory. It may be for the added attention or perhaps only because it is a change. The reaction of the whole student body should be more indicative of the value and acceptance of the program, and the children in the school <u>all</u> ask if they can be in the class. "I wish I didn't read so good so I could be in your class."

* * * * *

Many comments from the children this year about "My mother wants all my brothers and sisters in the program."

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<u>Other Outcomes</u>

The benefits of the program extend beyond the walls of the compensatory classroom. As was indicated above, many of the pupils return to their classrooms and share their learnings daily. Frequently teachers are astonished at the growth made by their pupils and ask the compensatory teacher how this all came about. This sharing of information is later translated into action in the regular classroom.

Pupils have been referred for eye examination, speech help, and guidance service. Several pupils have been enrolled in speech classes as a result of the referral. Some pupils have been admitted to other special programs because of needs identified in the compensatory class.

Formal and informal meetings of classroom teachers and compensatory teachers have led to greater understanding of pupils and to the introduction of new methods and materials. Faculty meetings have been scheduled so that school-wide sharing could take place. All of the many ways of communicating have resulted in on-the-site in-service training.

In addition to the ongoing in-service training and continuous upgrading of program there has been the need to evaluate continuously the results of the program. At each of the sharing meetings unsolicited "testimonials" have been voiced by the teachers in the program: instances of growth on the part of members of their classes; statements of ways in which they have worked with other faculty members and groups in the community.

Additional comments and observations made by teachers have been included here.

> Since the start of the compensatory program almost three years ago there has been a remarkable growth among the children who have participated in this program. There has been achievement not only in the work of the children, but in the attitudes and understanding of the parents.

Mrs. _____ has done an outstanding job in bringing my youngsters up to grade level in reading and in the related language arts skills. She has taken the children on several field trips thereby stimulating youngsters to want to read and to write more effectively. Her rapport with the children enables her to get results that heretofore have not been possible. The children not only want to succeed but do succeed in the compensatory class.

Through her efforts, many distinguished visitors have come to talk to the children. Needless to say, as a result of these visits, the children in the compensatory class felt highly privileged and very special.

She meets with the parents formally and informally discussing their child's progress, strengths, and weakness. The conferences with the parents are of a positive nature because many of their youngsters have not been successful in their regular classroom situation.

Mrs. _____ meets with the individual teachers offering helpful suggestions and advice so that there is some follow-up in the classroom. Several teachers have commented on the improvement made by the compensatory children not only in reading, but in all phases of the instructional program.

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The Superintendent's Compensatory Program has gained the unanimous approval of the faculty.

The most important outgrowth of the program, we feel, is the way it helped children understand what they read. By being participants in furnishing the ideas for their stories, the children were encouraged to acquire the necessary reading skills.

Because the classes were small, and because of the many necessary teaching materials made available to the program (listening centers, tapes, films, pictures, etc.) the compensatory teacher was able to instruct the pupils in an ideal teaching situation, so that the advantages of such a program were soon apparent. Confidence was inspired, sympathetic relationships established, and gratifying gains made by everyone.

The regular classroom teachers were quick to comment on the overall growth of their pupils due to this special program, and were most grateful that their children were getting this much needed attention.

The compensatory teachers are to be highly commended for their impelling and driving zeal in making the program a success. They removed the tedious drudgery from the teaching of reading and changed the attitudes of those who participated in the program to one of eagerness.

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I have noted specific and startling advances in classroom performance which I attribute directly to the SCEP program.

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The children in the SCEP program are noticeable in class for their increased interest and participation in all class activities. There is alertness where there used to be apathy. The whole class has benefited from the sharing of information.

* * * * *

A very improved boy in all areas. His attitude has been wonderful. Thank you for all you've done for him.

* * * * *

Many teachers have commented on the new self-confidence their SCEP children have exhibited and the willingness with which these children now participate in the classroom discussions. Some teachers have even expressed the fact that it is now often the "compensatory" child who acts as a catalyst in initiating classroom discussion.

* * * * *

Each of the seven children enrolled in the Compensatory Class from my class presented a difficult and unique reading problem, and this, coupled with their emotional handicaps had made their formal school experience a series of failures. The degree of success with these children has varied, but in no instances has there been lack of noticeable improvement. One child in particular has made great strides and in no way resembles the sullen, withdrawn child that entered school in the fall.

Improvement is evident not only in their reading, but likewise in their attitude towards school and in their ability to work both individually and as members of a group. The children look forward to the time spent with the compensatory teacher and, under her guidance, have learned to take pride in their accomplishments.

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The compensatory class has been an invaluable aid in helping my group. It has not only helped them academically, but has given them the feeling of security.

* * * * *

Test Results

As was indicated earlier in the report the reader level of each pupil was determined and recorded at the time he entered the program and again at the end of the school year (or time of transfer). Each teacher submitted reports containing the results of these tests and answers to other specific questions.

Although the results of the tests are based upon teacher judgment, and therefore may be considered subjective, it was recognized that accurate objective results would be difficult to obtain. The Elementary Division staff, compensatory staff, and Director of Research have been discussing ways of providing better evaluative devices.

There is evidence that effective learning is taking place. Pupils are gaining in reading skill and comprehension. Whereas it is characteristic for pupils of comparable ability and background to fall behind as they progress through the grades in regular classrooms, pupils receiving compensatory help are making semester for semester gains.

Some Observations on the Programs in Compensatory Classes

The following presentation was made by Miss Mayme Chinn, Resource Teacher, at one of the in-service meetings for compensatory teachers. Her report describes the program as it operates in several schools. It is evident that the teachers are capitalizing on their own interest and skill as well as the learning and interest level of the children.

Although our boys and girls are so-called victims of social or verbal deprivation, we have found that many of them actually have quite a bit of language. They can speak in sentences even though these are ungrammatical. If we let them, they will talk a blue streak about the things they know. Their primary need is having something to talk about. The compensatory teachers are helping them to build ideas and concepts through intellectual stimulation. They have given them both direct and vicarious experiences. With preparation before an experience and an effective follow-up afterward, the pupils have been given help in enlarging their speaking and listening vocabularies. This language-experience approach has been our basis for skill development. Might not the rationale of the so-called culturally disadvantaged pupils be something like this:

What I have experienced, I can think about
What I can think about, I can talk about
What I can say, I can write
What I can write, I can read
I can read what I can write and what others
can write for me to read.

In my visits to the different schools I have been privileged to observe some very excellent teaching in the developing of various language skills. There have been countless times when I was thrilled as I watched and listened to the pupils react to their day's lesson. We will continue to use motivational forces to keep these pupils interested and wanting to learn; but it seems to me that many of the teachers have advanced far into the extended skills in the language arts. Many of our pupils are beginning to think and read critically about matters related to their experiences.

Although it would be impossible to discuss all the wonderful things I have seen, I would like to describe a few of the activities which have brought about high level skills in language arts. I hope that doing this will help you to evaluate your own program. Since every teacher is familiar with and has been working with the word recognition skills, I will not dwell on these. We are going to explore the advanced skills which are already evident in many of your programs.

I am sure we all remember our visit to Donna MacGregor's class at John McLaren School in October. We watched her as she skillfully used the daily newspaper as her motivational force.

A. I recall the incident when a boy was faced with the words NEW GUINEA which prevented him from reading to completion the article about the hospital ship HOPE. To help him work it out for himself, Donna wrote the words "guinea pig" directly under the difficult word. The boy immediately got it. Donna had guided him to relate the new word to something that was familiar to him. Here the boy relied on knowledge gained from his own experiences. He worked it out for himself, so he will most likely never forget NEW GUINEA. Here also, locational skills were not overlooked. Each child who went to the maps was able to tell which map would best serve his needs. Here was the skill of selecting the suitable source of information.

B. The day we visited Donna, I remember she asked the pupils to choose a news story from the previous day to read aloud; to make a headline for the story they were selecting; and to add a sentence of their own at the end that was about the news content. What skills were evident?

   1. Everyone had the ability to analyze a piece of news to get the main idea. This is a real comprehension skill.

   2. When each one added his own sentence at the end, I could see that some were making inferences, some were adding their own sequencial ideas, and others were summarizing the news.

C. Do you remember the many booklets of their news stories that Donna's children had compiled at the end of the year? Certainly all sorts of organizational skills were involved. First of all, the pupils had to evaluate which stories were worth keeping. Secondly, they had to decide the indices for classification. Thirdly, classification was done. There were instances when it was necessary to analyze and determine the classification to which a particular story belonged. All of these skills gave insight into the beginning of library skills.

D. I know you feel as I did that Donna's method of using twelve different headlines every morning was fascinating. Not only did it serve to set the tone of the class for getting to work immediately, but it introduced the pupils to the changes of type as a newspaper uses them for organizational purposes.

E. On April 24, Donna took her pupils on what she called a "Purposeful Tour of San Francisco." It was definitely that. There was a purpose for going. In preparing for the big day, the boys and girls went back to the beginning of the year to review and evaluate all the important news that had taken place in San Francisco. They made the decisions as to what they should see. They had to organize their thoughts and apply these to the trip. There were new buildings, new developments, parks, and freeways,

and the city was in the midst of conserving some historical sites. To be sure, map skills were an integral part of the preparation. Here the case of the news set the stage for a purposeful tour of San Francisco.

F. Donna had indicated that her news program has enabled those pupils who would normally remain silent during the news period in their own classroom to volunteer items and add information. This certainly reflects the confidence and interest of students who have achieved. Because of this increase of willing participation, classroom teachers began to take notice of what was happening. The news program spread throughout the school and now there is a combined faculty effort to make the news truly significant to all the boys and girls at John McLaren.

While I was trying to list some of the skills evident in Donna's program I used the manual of one of our basal readers as a check list. (In case you are interested, all the comprehension skills are listed on pages 26 and 27 of the Ginn series -- regardless of level.) I discovered that many of the skills were more advanced than those in our manuals and I had to refer to the READING GUIDE for these advanced skills. This guide has served as a reference for the gifted program.

It would be startling to many people if I were to make a list of all the specialized vocabularies found in some of our compensatory classes. What basal readers would include words such as hemoglobin, plasma, cultures, petri dish, amoeba, dynasty, authentic, immensely, or ichthyologist?

I was in Gertrude Louch's class one day and I watched her talk to her Grade 3 and 4 pupils about their recent tour of Chinatown. In this natural and meaningful way, the pupils developed their vocabularies by picking up the words as they listened to their teacher. Such opportunities to enlarge the speaking and listening vocabulary are not unusual in the average home; but pupils from depressed areas seldom hear anything other than terse commands.

About a month and a half later, I visited the same class again and it was amazing how well the pupils handled the lengthy cooperative story they had written about their tour of Chinatown. It had been over six weeks since they had even touched upon the story. Yet, they read the material with ease and were able to define very difficult words in the story such as authentic, rare privilege, dynasty, thoroughfare, etc. It very definitely showed that the children had mastered words and understood the material.

Gertrude has used this same material over and over again. Each time the children re-read the story for a different purpose. I remember one lesson well. She passed out a dittoed sheet containing generalizations about the Chinese people and their culture. One of the items went like this: "All Chinese eat with chopsticks." In re-reading the story

the pupils were to verify the truth of this statement. Here Gertrude was actually teaching her pupils the skill of judging the accuracy of a statement. As the pupils discussed their answers, it naturally led into the skill of determining what is fact and what is opinion, and gave some opportunity to evaluate the adequacy of their information. They reviewed their experiences and observations in order to do this. Another time, the pupils re-read the same material to develop their skill in making a concise summary of each paragraph. All of these skills are rather high-level for a group of third and fourth graders.

Let me give you a quick flash-back as to how Gertrude went about accumulating fine materials which had variety, depth, and showed imagination. It all began with her news clippings about the forthcoming Chinese New Year festivities last February. The interest was obvious so she pursued it by using "The Story of Soo Pung" from one of our basal readers to give a background about Chinese New Years. Following this, the pupils re-read some familiar books such as: The Story About Ping, Five Chinese Brothers, and The Useful Dragon of Sam Ling Toy. Gertrude also introduced new books to her class such as: Moy Moy, You Never Can Tell, Happy New Year, and The Whiskers of Ho Ho. The latter is a story about a Chinese Easter Rabbit.

I would like to spend a few minutes telling you about The Whiskers of Ho Ho which fascinated the pupils. They developed some wonderful summaries and ideas about it. The story was taped and the introduction told about holidays of other peoples which are comparable with our Easter. The Chinese have a Spring Festival and the Jewish people have their Passover. The tradition of dyeing eggs in bright colors is a symbol for all three holidays. In addition, the Chinese pass out eggs dyed a brilliant red as an expression of happiness for a new son or daughter in their family.

The story itself is delightful and it centers around Kwang Fu, a very old man and his two friends, Ho Ho, the rabbit, and Tsee Tsee, the hen. Next to his friends, Kwang Fu loved most his beautiful tray of paints. He used these colors to paint his pagoda over and over until he ran out of space to paint. Kwang Fu became very unhappy and his friends were unhappy too.

One day, instead of eating the egg that Tsee Tsee laid, Kwang Fu decided to paint it. When he ran to get his paints, he found that his brushes were all worn away from painting his pagoda. Very quietly Tsee Tsee removed one of her exceptionally long tail feathers and handed it to Kwang Fu. Kwang Fu painted the egg with "swirls and squides, and curlicues" and then Ho Ho took one of his sensitive whiskers and gave the egg that extra touch! After a while there was a great pile of gaily decorated eggs. The eggs were pretty enough for presents; so the three friends built a boat and sailed east for many days with their eggs and some white lilies. They came to a land where people were celebrating a holiday called Easter. Kwang Fu instructed Ho Ho to take the eggs to the children everywhere and he told Tsee Tsee to leave white lilies at every house. They had such fun that the three returned every year at Easter.

The pupils were getting a cultural experience through literature. This was extended through their study of many different types of realia contributed by other teachers at Emerson and myself. The pupils developed an appreciation of porcelain, cloisonne, brocades, and some of the artifacts used by the Chinese in their homes and temples. All this learning took place before the trip to Chinatown was planned.

The way Gertrude helped the pupils chart the Chinatown tour actually took them beyond the skill of just identifying the main streets of the area and knowing the route of the tour. Her source was The Chinatown Guide which gave an explanation as well as the exact location of each of the stops to be made. Gertrude taped this information and by using the opaque projector and the tape recorder simultaneously, they "walked together" and each child charted the stops on his own map. They used precise words to express distance in relative terms; (for instance, Kwong Chow Temple was farther from Louie's Restaurant than the sewing factory was). They discussed directions from one place to another. The skills implied in this lesson all led to an efficient plan so that time would not be wasted wandering around. You can see this is good habit training for later life!

The extensive tour, the reading of many fine literary books, and the study of Chinese realia have made cultural experts of this group. They will be acting as resource people for a regular class at Emerson which is planning a trip to Chinatown in June. This is another extended skill - the ability to disseminate knowledge obtained.

One day last fall I walked into Arnold Borley's room at John Muir School and immediately had the feeling I was in a laboratory. Microscopes were set up by the windows to capture the best daylight. The boys and girls working at the microscopes showed skill in making close observations and had the ability to convert their research findings into their own words for reporting. Those who were busy mounting specimens showed skill in following directions with the utmost care so as to avoid errors. Some were using eye droppers to capture an amoeba or some algae from a jar of pond water. This group had the ability to recognize what was needed for their experiment. The boys and girls checking their cultures in the petri dishes developed the ability to observe carefully, to continue these observations over a period of time, to record changes, and to draw conclusions. All these skills which were so evident that day had taken many lessons to develop. Arnold had prepared the pupils well for their trips to the St. Mary's Hospital Laboratory and to the Irwin Memorial Blood Bank. The interest was high throughout both trips. The pupils had the ability to pin-point the information they needed. They knew what to ask and they were able to ask intelligent questions in their quest for more knowledge. I shall never forget how I literally had to drag two boys away from the cubicle where the lab technician was separating the blood plasma from the red corpuscles. They were spell-bound by the process and they were deeply interested in seeing how the plasma was preserved for future use. It was obvious that the trip brought new information to their experiences and so they wanted to know all about it.

One of my favorite books is Charlotte's Web. The fourth grade pupils in Arnold's program have been sharing this delightful story together using multiple copies. Personally, I was surprised that they were able to handle the material. However, I could see that they were being trained to be thinking-readers. The day that I was there, Arnold had posted four or five story clues from the lesson for the day. Hands flew up wanting to read one of the clues which were printed on tag strips. The pupils had real ability to size up the story situation from the clues and were confident in telling what was apt to happen next. Then they read the material to find out if what they had predicted was right or wrong.

Arnold later told me that the appeal of Charlotte's Web for the younger pupils was the interest in the animals, whereas the older pupils were drawn to the humane qualities. I liked both.

When people ask me to tell them about one of our programs in compensatory education, it is like going into Baskin-Robbins' 31 Flavors and trying to decide what kind of ice cream I'd like. There are so many good ones.

When I walk into Jean Burk's class at Jedediah Smith School, I like to tell the compensatory classes that one of my favorite spring flowers is the daffodil. You will see their eyes light up and smiles cross their faces. Daffodils, you see, are very dear to these pupil's hearts. And this is why:

In September, they were given 55 King Alfred daffodil bulbs. There was a garden located in a fenced-in area on Southridge Road which was available to the pupils if they so desired. Gardening tools had been purchased previously for another class. However, no one knew anything about growing daffodils. To do their research, Jean brought in a variety of books and I could see that the pupils were skilled in skimming the reading material. They also had the ability to distinguish between the essential facts and the unimportant details in locating information for their project. Others found a listing of bulb and seed companies and began writing directly to them for information. About this time, Macy and The Emporium had huge ads featuring big sales in all kinds of bulbs. The pupils had great fun comparing prices and determining which were really the best buys. Here again, they showed ability in evaluating facts to help in arriving at conclusions. Close observation skills were applied when they cut open a bulb to examine its parts.

A plan for the garden was drawn and as each child chose his plot, it was recorded on the map. Here, skill in visualizing ground distances on a map was developed from first-hand experiences. When they went out and actually marked off each plot they were developing skill in measuring something that was anything but flat surface.

Next, the pupils set up standards for a work schedule and rules for the correct handling of their tools. Individual diaries were kept on the

progress of each one's bulbs. Entries were made on the class calendar after each observation. The pupils were getting many experiences in summarizing and converting their findings into their own words.

The daffodils bloomed and Mr. Bryden, who gave the bulbs shared in the thrilling experience through pictures of the event and a booklet from the gardeners. When I was in Jean's class last week, they had just received a letter from Mr. Bryden thanking the pupils for their gift. They were well acquainted with Mr. Bryden by now. Everyone wanted to be the one to read the letter aloud.

I have been invited to join the Dudley Stone compensatory classes on their trip to Muir Woods on May 21st. When I was in Emma Weaver's class recently, it was thrilling to see the amount of knowledge her boys and girls had acquired about conifers. They were eager to read their stories aloud; they were confident in expressing what they knew about them; and they could run to the table and without any hesitation pick up exactly what any of us wanted to see. Their countless walks to the Arboretum, and their conferences with the authorities there have certainly paid off for these children. They are ready to go to Muir Woods.

I could go on and on telling about all the fine work being done in the compensatory classrooms. What I have tried to do was to point out many of the advanced skills that are evident in our program. We are definitely moving toward bringing our boys and girls to the level of being critical readers and critical thinkers.

Each compensatory class is unique. Each reflects the needs of the respective school, its pupils and its neighborhood. We have acquired a beachhead of knowledge on how to teach the disadvantaged children. We have come a long way since the inception of the program, and, judging from all of these hopeful signs, I believe we are going in the right direction.